

# HOLLAND HOUSE SCHOOL

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## 10a ANTI-BULLYING

## & ANTI-RACISM POLICY

Applicable to all pupils in the school, including  
the Early Years Foundation Stage

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### **Review Arrangements:**

Date	November 2020
Review Date	November 2021

## STATEMENT

Holland House School recognises that bullying, both physical, emotional and psychological has a very serious impact on the lives of children in the present and in their long-term future development. Bullying, victimisation and discrimination will not be tolerated. Racism and prejudice-bullying against protected characteristics is taken particularly seriously. The HHS community is based upon respect, good manners and tolerance in a safe and caring environment, free from disruption and harassment. Pupils, parents and carers are treated fairly and with consideration. Holland House is actively Anti-Bullying and Anti-Racism and has a zero-tolerance policy with regard to these acts.

## POLICY GUIDANCE

This policy refers to and complies with:

- Keeping Children Safe in Education
- ISI Commentary on the Regulatory Requirements
- The Early Years Foundation Stage: Statutory Framework
- Preventing and Tackling Bullying
- Working Together to Safeguard Children

## POLICY AIMS

- To define bullying and racism
- to prevent, de-escalate and/or stop any continuation of harmful behaviour;
- to demonstrate that bullying and racism is taken seriously;
- to promote the measures that are taken to prevent bullying and racism
- to support those who identify and protect those who are/feel bullied or subject to racist abuse.
- to demonstrate that the safety and happiness of pupils is enhanced by dealing with bullying positively;
- to encourage pupils to speak out if they feel that they are being bullied or are subject to racist comments
- to demonstrate that effective leadership promotes an open and honest counter-bullying and counter-racist ethos;

## DEFINITIONS

### **Bullying:**

Actions or behaviours that intentionally hurt another pupil or group of pupils, physically or emotionally and is often motivated by prejudice against particular groups, and protected characteristics, for example, on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or a carer. Bullying can also occur for a variety of other reasons, such as perceived superiority / inferiority and it is often accompanied by a sense of fear felt by the person being bullied.

Bullying may be physical, verbal or emotional. It can occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Bullying can include:

- manipulation of a third-party
- complicity that falls short of direct bullying

#### *Cyberbullying:*

The use of information and communication technologies to support deliberately hostile behaviour by an individual or group that is intended to harm others.

*Peer-on-peer* abuse should be understood as a form of abuse and will not be tolerated by the school or passed off as 'banter' or 'part of growing up.'

*Protected Characteristics:* Bullying on the basis of protected characteristics is taken particularly seriously as it also highlights a lack of tolerance and respect.

HHS recognises that it can *sometimes* be difficult to distinguish between "conflict" (unkind, undesirable behaviour towards other people) and bullying, particularly when dealing with young primary aged children. The "repeated" nature of these former acts is often used to differentiate between the two categories. However, in cases where bullying is agreed to have occurred and that this has been happening over time, there must, by definition have been a First Act of Bullying that went unreported, unnoticed or unsanctioned. In light of this, and in order to make it clear to all pupils & parents that we have a zero-tolerance to bullying, Staff will have the right to call out certain acts as incidents of bullying even if there is only one instance of this behaviour.

### **Racism:**

This is recognised as prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized. Adults and children from every ethnicity can be subject to, or perpetrators of, racist comments/acts.

Racist incidents can take many forms including:

- verbal and physical abuse
- bullying
- threatening behaviour
- online abuse
- damage to property

In the primary setting, this may also include:

- Nasty / unkind comments/actions based on skin colour

It can be a one-off incident or part of an ongoing campaign of harassment or intimidation in real life or online.

In accordance with the UK charity *Give Racism The Red Card*, HHS believes that no-one is born racist and that racist behaviour is often linked to:

- the people we interact with
- the experiences we have
- the society in which we grow-up

Some pupils might also grow up around and largely frequent people from the same culture and communities. HHS recognises that the sense of belonging to a group has both positive and negative outcomes. The negative outcome is that it can set up differences between other groups and, over time, might lead children to thinking that their group is better than others. Additionally, if children hear family members /friends saying racist things they might start to think that this acceptable behaviour. Our policy is one of zero-tolerance with regard to all racist comments/actions and parents will always be contacted when racism/ comments with a racial angle are made by pupils.

However, Holland House also recognises that children, particularly those who are very young can speak out of turn but with the innocence of their tender years and without the weight accorded to the same words had they come from the mouth of an adult. The age of the children concerned will always be considered when applying sanctions for a first-time offense. See *Behaviour, Discipline and Sanctions Policy*.

## INDICATIONS OF BULLYING / RACISM

Changes in behaviour that may indicate that a pupil is being bullied or is subject to racism include, but are not limited to:

- unwillingness to attend school;
- displays of excessive anxiety, becoming withdrawn or unusually quiet;
- failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others;
- equipment, bags and other belongings being damaged or going missing;
- a change in established habits;
- diminished levels of self-confidence;
- frequent visits to medical with minor ailments;
- unexplained cuts and bruises;
- frequent absence or lateness;
- choosing the company of adults;
- displaying repressed body language and poor eye contact;
- difficulty in sleeping, experiencing nightmares;
- talking of self-harming, suicide or running away.
- Feelings of sadness, anger and depression

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible indications of bullying/racism should be investigated by staff and parents as a matter of urgency unless the bullying incident is being treated as a safeguarding concern.

## IMPACT OF BULLYING/ RACISM

HHS understands that the impact of bullying and racism can be severe, causing physical and or psychological damage. Because of this, our policy is to work both with the perpetrator and the victim to ensure that the undesirable behaviour immediately stops; a system of restorative justice is in place. Both parties are supported by mentoring from the DH Pastoral.

## PREVENTATIVE MEASURES

- Incidents of unkind behaviour are logged on Engage in the Pupil Daybook by the member of staff who dealt with the incident. This will assist the school to spot patterns and to ensure that single incidents do not go on to become the first of a series. Training is provided to all staff on how to write up and log these incidents.
- New staff are given guidance on the school's anti-bullying policy and how to react to allegations of bullying/racism
- All staff are kept aware through regular inset training and staff meetings, of the principles of the school policy, their legal responsibilities, actions which are designed to resolve and prevent problems, and sources of support which are available;
- Issues of bullying/racism and the development of pupil's anti-bullying & anti-racist values, and social responsibilities are reinforced in Assemblies, PHSE, English, Drama and RS lessons; to counter cyber-bullying pupils are taught safe and responsible use of communication technologies (refer to Safeguarding Policy – Guidance on Pupil and Staff use of ICT, Mobile Phones and Other Electronic Devices) in the e-safety strand of Computing that is completed each academic year and PSHE lessons;
- All our pupils are encouraged through class activities and PSHE lessons to tell a member of staff at once if they know or suspect racism/ bullying including cyber-bullying to be taking place;
- Children finding themselves as bystanders to an act of bullying/racism are strongly encouraged to speak-out against the perpetrator and to immediately inform a member of staff.
- The Anti-Bullying and Anti-Racism policy is available on the school website;
- There is a strong and experienced pastoral team of Class Teachers, welfare and subject specialist staff supported by the Deputy Head Pastoral and the Headmistress. They are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying/racism;
- Each form room displays the Anti-Bullying Charter;
- The SLT gives support and guidance to other staff on handling and reporting incidents of bullying behaviour;
- Individual pupil pastoral profiles are discussed at weekly Pre-Prep, Prep, Welfare and whole staff meetings as appropriate;
- We provide leadership and team-building advice to all our Year 6 pupils which covers the importance of offering support and assistance to younger and to vulnerable pupils;
- We receive feedback from parents and guardians on the well-being of their children;
- The School Council feedback to the SLT any concerns that are raised through the classes;
- The School engages with the National Anti-Bullying Week
- The School Rules are part of the Parent Pack that we send to new parents. This specifically cites that we have a zero-tolerance towards bullying and racism. Parents are asked to discuss these rules with their children.
- A child-friendly version of the School Rules is given to pupils at the start of the academic year. This specifically states that HHS has a zero-tolerance policy to racism and bullying. Teachers discuss the rules with the children who then sign them in acknowledgement and stick them into their PSHE books
- Celebration of Black History Month, with the teaching focus specifically on inspirational people of black heritage.
- Celebration in Summer Term of Cultural Day

## RESPONSIBILITY OF ALL

Pupils are taught that it is not sufficient to not bully and not be racist: we expect children to be anti-bullying and anti-racist. This means having the courage to inform a member of staff or trusted adult if they see bullying / racist activity occurring. The school works hard to ensure excellent pastoral care so that children feel able to talk to staff about things they have over heard. There is also a Suggestions Box in the lobby into which children can post anonymous comments if they so wish.

## PROCEDURE FOR REPORTING BULLYING /RACISM

If an incident of suspected bullying/racism is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who discovers the situation, will control the situation, reassure and support the pupils involved;
- He/she will inform the Form Teacher and an appropriate member of the SLT as soon as possible;
- Form Teacher is made aware of a scenario that they then investigate: **speaking with both parties** and any witnesses IF appropriate. Interviews and statements will be recorded so that the school is able to monitor the effectiveness of our approach, to enable patterns to be identified and suitable actions to be taken to reduce the incidence of bullying.
- If the Form Teacher believes it to be bullying/ suspects it likely to be a "First Incident of bullying or thinks it is an incident with a racial slant then :
  - Update Engage with the details so far.
  - Note in Follow-up Action – referred to DH Pastoral
- Form Teacher MUST now inform DH Pastoral (note it is not to be left to the DH Pastoral to investigate)
- Together, the Form Teacher and the DH Pastoral will go over the details of the incident and decide if it is / isn't bullying/ racism. The Deputy Head Pastoral will make judgement as to whether the behaviour constitutes bullying / racism and the appropriate disciplinary course of action; support will be put in place for both the victim and perpetrators of bullying behaviour; (See Behaviour, discipline and Sanctions Policy)
- The Form Teacher and/ or the DH Pastoral will meet with the children, speak with them and explain consequences etc. Sanctions may be applied monitoring and review will be ongoing through pastoral meetings and further interviews with pupils and parents, if appropriate;
- It is the responsibility of the Form Teacher to log / update the misdemeanour in Engage. Please note that this should be clear and concise. The Form Teacher should also update relevant duty staff and bring the incident up in the next weekly staff meeting under Pastoral Concerns, if appropriate
- It is the responsibility of the DH Pastoral to:
  - 1) log the event in the **Serious Misdemeanour Log**
  - 2) To update the Headmistress
  - 3) To inform one or both sets of parents (with Form Teacher present if required)

- 4) Write a letter to both sets of parents, copies of which will be placed in pupil files
  - 5) To update Engage with any follow-up details
- Should another instance of the same type of behaviour occur, involving the same perpetrator, it is the responsibility of the **DH Pastoral to immediately inform the Headmistress who will then meet with the child in question and the parents (with Form Teacher/ DH Pastoral if required)**. Serious sanctions are likely to be brought into force but each incident is always assessed on a case-by-case basis. The school may exclude a pupil in cases of severe and/ or persistent bullying/racism, and in the event that the support put in place does not result in the modification of behaviour to an acceptable level. DH Pastoral will update the Serious Misdemeanour Log.
  - As stated above, the school has the right to call an incident an act of bullying, even if it is a first-time occurrence, if it is felt that the situation merits such a definition.
  - a bullying incident will be treated as a Safeguarding concern when there is reasonable cause to suspect that the child is suffering or is likely to suffer significant harm. In these cases, it may be necessary to make a report to the Social Services and, where there is suspicion that a crime has been committed, to the Police.

## COMPLAINTS /CONCERNS

- Parents are referred to the Complaints Policy should they feel that bullying /racist behaviour is not being addressed appropriately.
- Parents can contact the Anti-discrimination Governor directly on the email address [speakup@hollandhouse.org.uk](mailto:speakup@hollandhouse.org.uk)
- Parents of EYFS children may contact Ofsted directly (refer to Complaints Policy).

## LINKED POLICIES

- Complaints Policy
- Behaviour, Discipline and Sanctions Policy

## POLICY AND PROCEDURE REVIEW

Policy and procedures are adjusted on an ongoing basis by the Deputy Head Pastoral and Headmistress on receipt of guidance from DFE, ISI, ISA, local children's social care authorities or through best practice judgement at HHS.

## POLICY AVAILABILITY

Holland House Bullying Policy is available:

- On the HHS website
- School Office